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Abena Gyimah and Adrienne Boulton

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Editorial for the Volume 50, No. 1 Open Issue

Volume 50; Issue 1

Abena Gyimah, Memorial University of Newfoundland

aoboachie@mun.ca

Adrienne Boulton (PhD), Kwantlen Polytechnic University & University of British Columbia

adrienne.boulton@kpu.ca

I am writing my first editorial for the *Canadian Review of Art Education/ Revue Canadienne de recherches et enjeux en éducation artistique* and my last issue as the Managing Editor. I am fortunate to follow in the footsteps of Haley Toll (the former Managing Editor) and our Editor-in-Chief, Dr. Adrienne Boulton, who seamlessly continues to execute her role. I am glad to welcome Ms. Yasaman Moussavi, who will be taking up the role of Managing Editor. I am excited to have had the opportunity to engage with the works of art education researchers, artists, and scholars and to be inspired by the ways the arts, in their many forms, provide a unique and nuanced perspective for issues of importance.

This editorial discusses the second set of publications in this issue, outside the special issue. It is worth noting that the first article in this section, written by **Pearce de Toledo**, discusses alternative approaches to arts education and museum programming that have emerged over the last fifty years and emphasizes the need for future advancements. Pearce de Toledo is an art professor who has taught in Mexico. She describes her experience of the various implementations she carried out when she taught there. By connecting her educational experiences in rural boards, schools and museums, she has been able to gain a deeper understanding of social and cultural transitions.

Following Pearce de Toledo's article is **Beaudry's** study on aesthetic education and cultural mediation of artists, teachers and presenters. In collaboration with Montreal's Place des Arts (PDA) and New York's Lincoln Center Education (LCE), an educational camp was launched with the aim of supporting and enhancing teachers, artists, and presenters in their various capacities. **Faucher & Rousseau-Lamontagne** article articulates the value of developing insights into youth culture and strategies for integrating this into the teaching practices of secondary arts specialists. Finally, **Moussavi** explores the therapeutic nature of tactile material artmaking processes, which can create pathways to process trauma by fostering resilience and growth through the creative process.

In this open issue, four articles are presented in their unique ways. However, there is one conversation ongoing in these articles, and that is about learning within and through arts

education. The role of art in society is evolving, and art education must evolve with it by embracing transformative approaches that foster artist citizens- creatives who use skills to engage with communities and address real-world issues. We can unlock art's full potential as a catalyst for positive change. From community mural projects that give voice to underrepresented groups to design thinking workshops that tackle civic challenges to arts curricula that integrate social justice principles, the examples highlighted how art can be a powerful tool for activism, advocacy, and social transformation. As both artists and citizens, we have an opportunity to harness creativity's unique ability to inspire new perspectives, spark dialogue, and imagine a more just and equitable world. By empowering the next generation of artist citizens through innovative education and programming, we can shape a future where art is not just an expression of beauty but a force that brings people together and drives meaningful progress. The canvas for change is ours to create upon.

In the realm of aesthetic education and cultural mediation, the roles of artist, teacher, and presenter are inextricably intertwined. These multifaceted individuals serve as catalysts for fostering a deeper appreciation and understanding of the arts, bridging the gap between artistic expression and societal engagement. The artist, through their creative endeavours, challenges conventional perspectives and invites us to explore the depths of human experience. Their works transcend mere aesthetics, becoming vehicles for cultural commentary, self-reflection, and emotional resonance. By pushing boundaries and provoking thought, artists contribute to the evolution of our collective consciousness.

Abena Gyimah, Managing Editor, *Canadian Review of Art Education*

Abena, on behalf of the CSEA and CRAE publishing family, I want to extend my gratitude for your outstanding work as the Managing Editor for CRAE. Your dedication, attention to detail, and professionalism have been invaluable to me, to our authors, and to reviewers. You have upheld the standards of excellence in scholarly publishing. Your contributions have made a significant difference and have helped elevate the journal in the field of art education in Canada. Thank you once again for your exceptional service and dedication, which deserve recognition. Best wishes to you as you complete your doctorate and continue to care for your growing family. We are so excited for you on these next adventures. We are thrilled for the new addition of Yasaman as Managing Editor to the publishing team at CRAE, but you will be so missed.

Adrienne Boulton, Editor-in-Chief, *Canadian Review of Art Education*